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ABSTRACT

A 5-year experimental program, the Bilingual Mini Head Start program is an early education program for children of migrant farm workers. Consisting of a mobile and a stationary component, the program includes: (1) an interstate mobile delivery system, (2) an individualized curriculum which can be taught by migrant adults, and (3) intensive training of paraprofessional staff. The mobile component, which operates in La Grulla (Texas) during the winter months, has trained adults in migrant families to serve as teachers. As the families move north, these adults continue to teach children in small groups as they move to various work stops in Washington, Oregon, Idaho, and Illinois. The stationary component consists of 2 year-round centers in Washington. These centers serve migrant children on an in and out basis and the children of seasonal farm workers who are now "settled out" in Washington. This report presents an evaluation of progress to the end of the third fiscal year of operation. The evaluation reports findings on the program objectives outlined in the 1973-74 project proposal pertaining to the instructional, staff development, parental involvement, materials development, relocating delivery system, and management components. (NQ)

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EVALUATION OF PROGRESS

BILINGUAL MINI HEAD START

FINAL EVALUATION
1973-74 Program Year

Prepared by Beverly McConnell, Evaluator

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Funded by the U.S. Office of Education,
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INTRODUCTION

BILINGUAL MINI HEAD START is an early education program for the children of migrant farm workers.

It was funded in response to an invitation by the Division of Bilingual Education for projects which proposed unique solutions to the special needs of the children of migrant farm workers.

Its special features include:

AN INTERSTATE MOBILE DELIVERY SYSTEM

Because the target children move with their families, a program in any one location will reach them for only a part of the year. The mobile component of this project has trained adults in migrant families to serve as teachers. They continue to teach children in small groups (hence the "mini" in the title) accompanying them as they move. The mobile component winters in La Grulla, Texas, a small town on the Rio Grande River only a few miles from Mexico. The families move north around the end of March, headed mainly for Washington State and Illinois, sometimes returning via work stops in Oregon and Idaho. (See Component 5.0 Interstate Delivery System for information on how well the project has succeeded in following children, and what difference it has made in the period of service to migrant children over the type of program that could be offered to them only at home base.)

Teachers in the Mobile Program

Joaquina Medelez, teacher at: Grulla, Texas; Grandview, Washington; Toppenish, Washington; Prosser, Washington; Burley, Idaho.

Alicia Hernandez, teacher at: Grulla, Texas; Grandview, Washington; Prosser, Washington.

Elia Garza, teacher at: Grulla, Texas; Grandview, Washington; Mabton, Washington; Prosser, Washington; Umatilla, Oregon.

AN INDIVIDUALIZED CURRICULUM, WHICH CAN BE TAUGHT BY MIGRANT ADULTS

One of the main characteristics of a program serving migrant children is irregular attendance. With a constant influx of new children, and with children leaving and recurning to the program, any effort at large group instruction is frustrated. Without individualization, characteristically a new child either has to begin on Lesson 19 and has a very difficult time understanding or catching up. Or the teacher begins over again and again so that the class as a whole makes little progress.

The program is therefore field testing curriculum materials which can be individualized, and taught tutorially as in the picture below. Teaching is also done in small groups using programmed materials that allow all children within the group to be working at different places in the curriculum track.

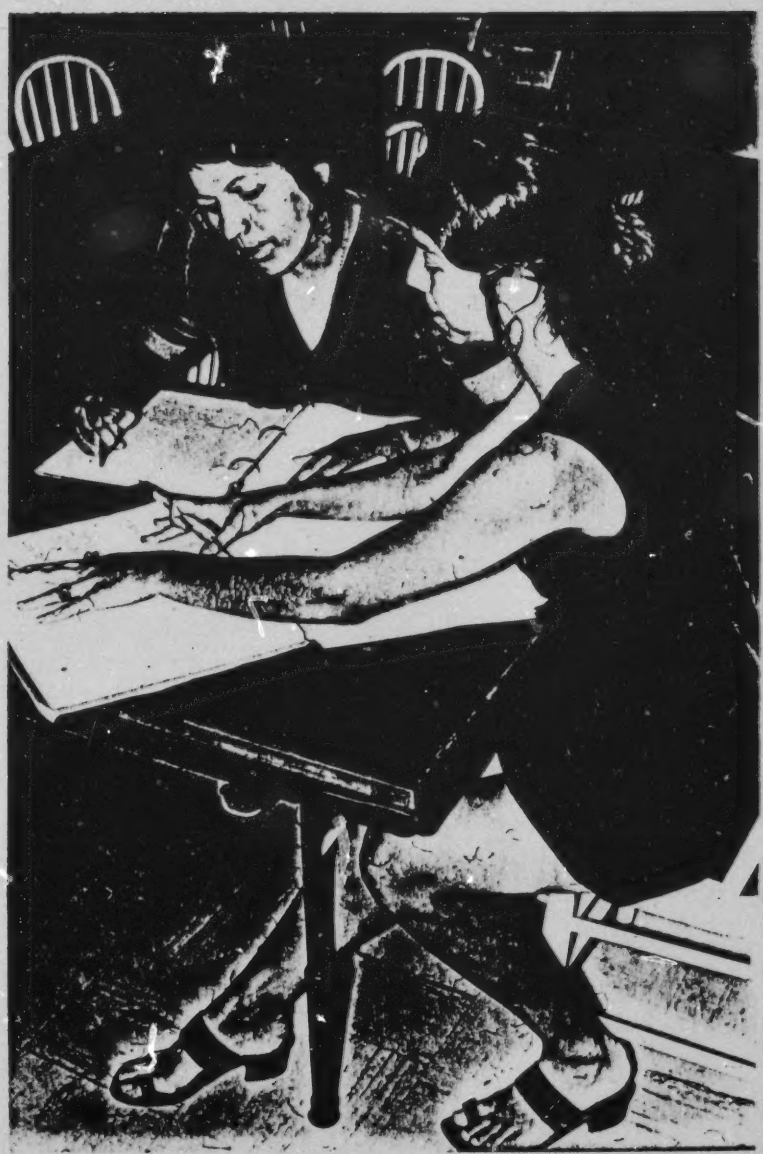
Through a highly individualized curriculum 74% of project children were scoring at or above grade level for their age in math skills measured by the Wide Range Achievement Test. (See instructional component 1.3.)

The first year the program attempted to develop its own academic curriculum materials. The second and third year these were phased out substituting published curriculum materials which we have adapted to the special need of migrant children. One such adaptation has involved developing testing instruments to allow placement of new children. These curriculum specific tests also allow us to "recycle" children selectively back over materials they may have forgotten (during a four-week absence while the child is relocating, for example). Because of absences and interrupted schooling, migrant children frequently miss key concepts which, if unremediated become a larger and larger problem to them as they attempt to understand more advanced materials.

Another adaptation has been revision of the teacher's manuals, which were written for professional teachers, so that the presentation of new materials can be understood by the paraprofessional migrant adults who are the teachers in this project.

INTENSIVE TRAINING OF PARAPROFESSIONAL STAFF

In most programs, paraprofessionals are hired as "aides" and work under the supervision of a professional teacher. In this program, because the migrant adult must be prepared to handle the education of children in an isolated labor camp with only intermittent support from professional staff, it has been essential to develop training that will quickly enable her to take teaching responsibility with little professional support.



Staff Trainer, Imelda Guerra in a training session with teacher Alicia Hernandez. Staff trainers are bilingual, certified teachers. They move north when the centers do, visiting teachers scattered at different sites on an itinerant schedule.

The problem is further complicated by the fact that the children she teaches will be of different ages within a small cluster of families who move together. She must be able to individualize and sequence lessons so each child makes progress, and to do dual language teaching so that children develop a bilingual capability.

THE PROJECT'S TWO COMPONENTS

The mobile component has already been described above. The other component of the project is not mobile. It consists of two centers which operate year-round in Washington State. They serve migrant children on an in and out basis, and have all features of the program described above except the project mobility. Besides migrant children, the year-round centers also serve the children of seasonal farm workers who are now "settled out" in Washington State. The curriculum needs are the same (curriculum to overcome very unstable attendance). If anything, the attendance is even more irregular among the children enrolled in the permanent centers. There is a need, too, for the training and adaptation of curriculum so it can be taught by paraprofessionals, as there is an ever growing population of bilingual children, and a great shortage of professional teachers who are bilingual or with whom the children can identify culturally. The year-round program meets these needs.

FUNDING SOURCES

The administration of this project, its evaluation, training and curriculum development staff are all paid for by the grant from the Office of Education, Division of Bilingual Education. The salary of preschool teachers and other operating costs of the mobile program are paid by the Texas Migrant Council under a grant from the Indian and Migrant Program Division of Head Start. The basic operating costs of the year-round preschool centers in Washington State are paid for through a grant from the Office of Social and Health Services. The school-age tutoring project (an extension of service to children enrolled in public school who have graduated from Bilingual Mini Head Start) is paid through a grant to Mabton School District, from the Urban, Rural and Racially Disadvantaged fund of the State of Washington, Office of Public Instruction (for program operations at the permanent sites, and for the mobile program while it is in Washington State). The school-age tutoring is paid for from Title VII funds for the mobile program while it is operating in other states.

Multiple funding has been made necessary because most sources of funds are restricted to use in given geographic areas (and this project moves interstate), or are restricted to either preschool or school-age children (this project serves both), or certain types of funding agencies (this project brings together grants made to an intermediate school district, a local school district, a private non-profit corporation in Texas).

FIFTH EVALUATION IN SERIES

This report represents an evaluation of progress to the end of the third fiscal year of operation of Bilingual Mini Head Start, a five-year experimental project. It reports findings on the program objectives outlined in the project proposal for fiscal 1973-74, and is the fifth evaluation in the series prepared on this program.

1.0 INSTRUCTIONAL COMPONENT

1. How Well Are Children Learning Preschool Concepts?

GOAL: At least 75% of project children ages 3 to 5 will demonstrate their understanding of preschool concepts by scoring within the upper quartile range of scores attained by children of comparable age in the project normative group, when tested individually in their primary language after cumulative attendance intervals of 100 days, using the CONCEPTOS test.

FINDINGS: There were 34 children tested during the time period reported for this evaluation, October 1, 1973 and March 31, 1974. These were children who had passed a testing interval of 100 days, 200 days, etc.

The test instrument is a project developed test with 36 items which correspond to the eight concept areas included in the curriculum taught during individual tutoring periods. (See the evaluation of November 1973 for a description of the test, the basis for establishing norms, and its statistical reliability.) The test is administered in the child's primary language.

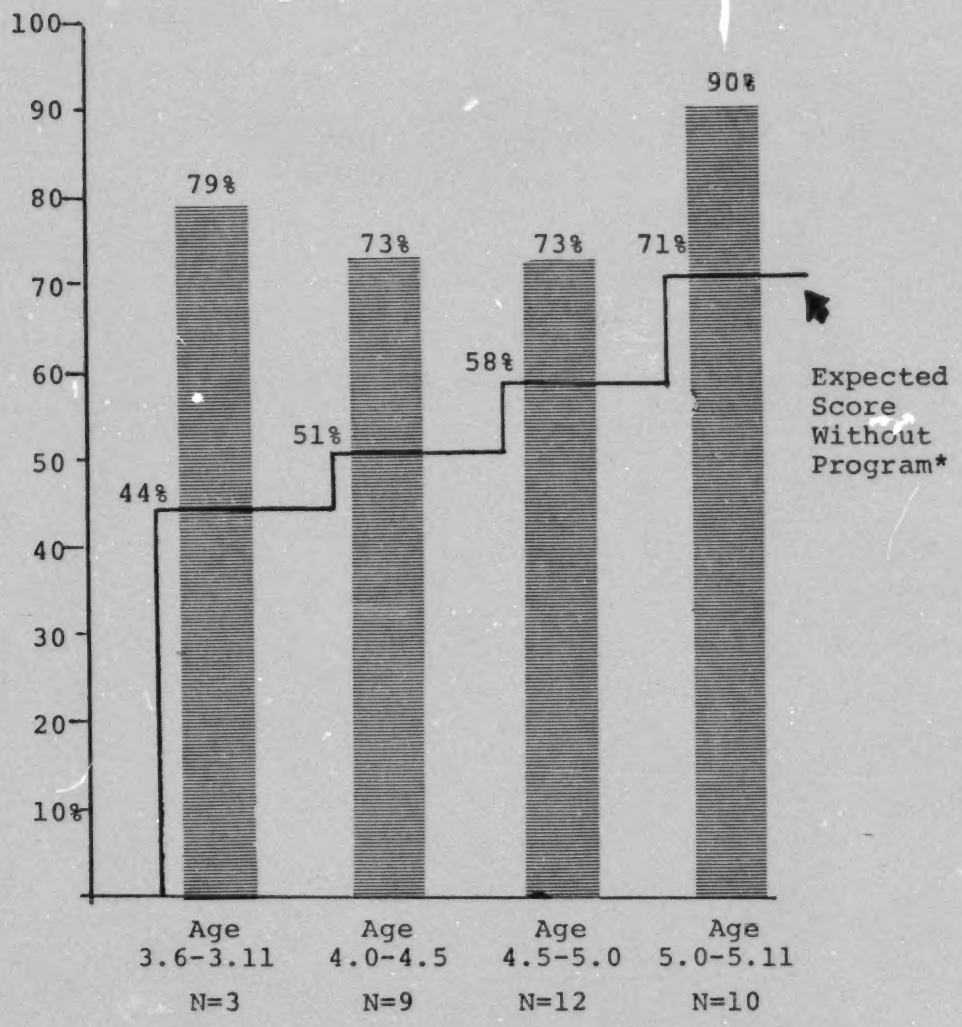
RESULTS OF CONCEPTOS TEST

Number of Children in Test Group	Number Scoring Above 75th Percentile of Norm Group for Their Age Category	Percentage of Children in Upper Quartile Range
34	27	79%

ADDITIONAL FINDINGS: Figure 1 on the page which follows presents a comparison of the average score achieved by project children over that achieved by children the same age in the norm group.

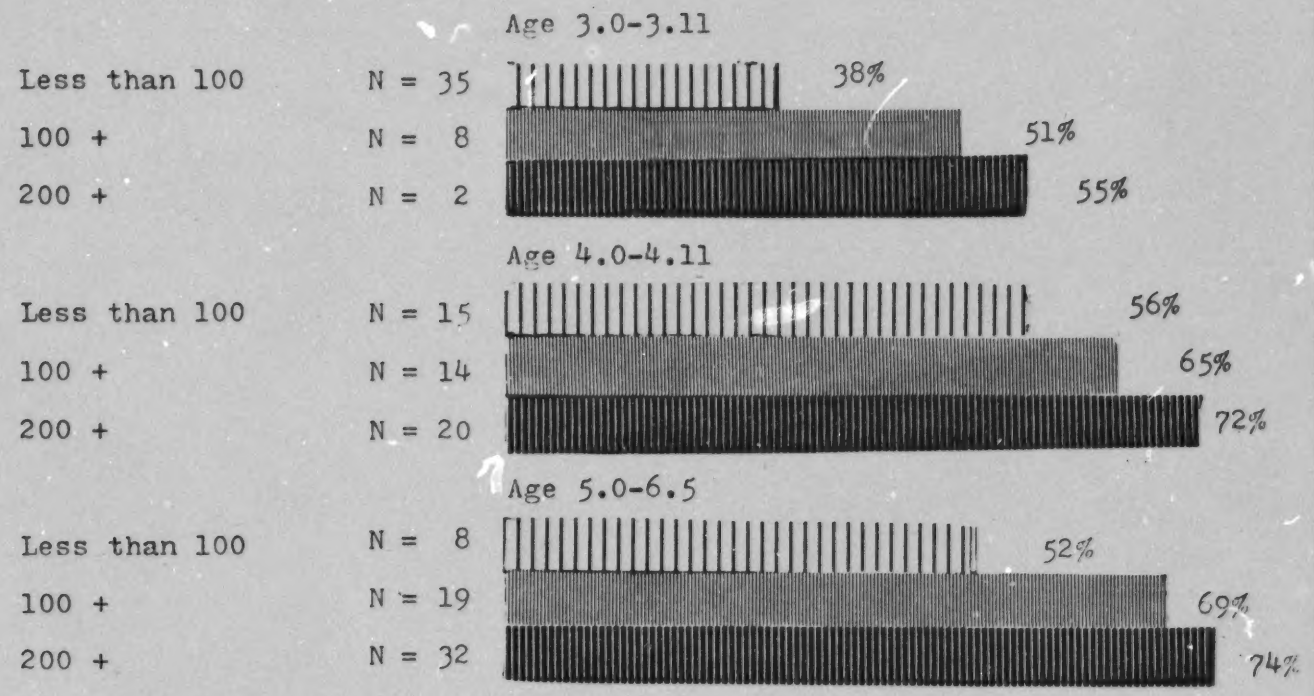
Figure 2 presents the findings on the Preschool Inventory by project children tested with this instrument during the same evaluation period. The evaluation plan for 1973-74 did not call for use of the Preschool Inventory. However, the test was

Fig. 1.--AVERAGE SCORE OF PROJECT CHILDREN ON TEST OF PRESCHOOL CONCEPTS (EXAMEN DE CONCEPTOS)



*The expected score without program is based on the testing of 125 children within their first 30 days after enrollment. It was felt that with this time limit there would be no appreciable program effect and that the scores therefore represent the scores that would have been achieved by migrant children without benefit of this educational program. The norms shown above represent the average score of children for each age category.

Fig. 2.--AVERAGE PERCENTILE RANK ON THE PRESCHOOL INVENTORY



In this table each bar represents the average score in terms of national percentile rank of the children in that age and attendance category.

administered because it is a nationally standardized test covering almost the same concept areas tested by the project developed CONCEPTOS. Because the Preschool Inventory has been widely used it is possible to compare the scores of project children with the sample of 1,531 children on whom the test was normed in the Fall of 1969.

The graph shows that the longer period of attendance by children of each group in our program results in a much higher comparative score to children in the national sample. The national percentile presented in this graph indicates that that percentage of children of that age tested scored lower on this particular test.

CONCLUSION: Children have met the project goal for increased understanding of preschool concepts. Average scores were appreciably higher than the project norm group. Children tested on another test of preschool concepts, THE PRESCHOOL INVENTORY, showed progressively higher scores in comparison with a national comparison group with each added attendance interval.

2. How Well Have Children Learned Two Languages?

GOAL: At least 50% of project children will show at least a 5-point raw score gain on the Peabody Picture Vocabulary Test in both their first and second language after each 100 days cumulative attendance in the program.

FINDINGS: There were 44 children tested during the evaluation period summarized for this evaluation. They were administered the Peabody Picture Vocabulary Test, Form A in English and Form B in Spanish. Gains are measured from either the pretest score or the previous 100-day test interval. This test measures only comprehension of the language as it is a non-verbal test in which children identify one of four pictures following a verbal clue by the tester.

Child's Primary Language	No. in Test Group	No. Who Gained 5 Points or More	No. Who Gained Less Than 5 Points	Percentage Who Met Goal
Spanish	31	19	12	61%
English	13	12	1	92%
Total	44	31	13	70%
Child's Second Language				
Spanish	13	4	9	31%
English	31	14	17	41%
Total	44	18	26	41%

CONCLUSION: The majority of children in the test group speak Spanish as their primary language. For these children the project met its goal of an accelerated development in their primary language; did not meet its goal for comparable development of their English skills.

For children in the project whose primary language was English nearly all showed an accelerated language development in their first language far exceeding the project goal; they did not meet the project goal in learning Spanish as a second language.

COMMENT: Feedback on children's gains in this project is continuous from the evaluator to project staff. As a result of information that children were not making the gains in second language the project hoped to develop, the educational director selected a new curriculum for language development. This is DISTAR language--a programmed series developed by Jean Osborn which combines verbal language practice with teaching of basic concepts. This series has been used bilingually Spanish and English for a number of years at East Las Vegas, New Mexico and is being started at Uvalde, Texas in a site where the program was reviewed by the educational director and Texas trainers. The new curriculum was begun at Washington year round centers in June, 1974 and in the Texas mobile program in August training, and full implementation expected to be started by October, 1974 in the home base centers.

3. How Well Are Children Learning Math Skills?

GOAL: At least 50% of project children will have advanced by at least one month in grade equivalent level score for each 20 days cumulative attendance since their previous test on the preschool math section of the Wide Range Achievement test, administered individually in the child's primary language.

The Wide Range Achievement Test is a nationally standardized test of academic achievement. It is administered to all children as a pretest when they first enroll in the program, and again in the fall and at the end of the program year. The evaluation group reported below were those children tested at the end of the 1973-74 program year for whom an earlier test was available (either their pretest or the previous fall testing) against which to measure gains. The criterion for inclusion was that the child must have attended at least 40 days since the previous test. The gain expected was tied to each child's individual attendance; e.g., for each period of 20 days cumulative attendance the child was expected to increase his grade equivalent score by one month.

FINDINGS:

WIDE RANGE ACHIEVEMENT TEST

GAIN IN GRADE LEVEL

Number of children in test group	Number advancing at least one month in grade equivalent score for each 20 days cumulative attendance	Percentage meeting project gain goal
93	67	72%

ADDITIONAL FINDINGS: Using the chronological age of the children at the time they were tested as a standard against which to compare the child's score to national norms, the following results were obtained:

MATH

GRADE EQUIVALENT SCORE ON WIDE RANGE ACHIEVEMENT TEST			
PRETEST (Fall of '73 or test on initial enrollment)	Number Tested	Number at or Above Grade Level by Age	Percentage at or Above Grade Level for Their Age
	93	56	60%
POSTTEST (Summer '74)	93	69	74%

CONCLUSION: The percentage of children showing an accelerated gain in math skills (72%) far exceeded the project goal of 50%.

The performance level of a majority of children in the project is above national norms for children of comparable age in the area of math. The project is producing an accelerated gain in math so that the percentage of children at or above national norms shows an increase with each testing period.

4. How Well Are Children Learning Writing Skills?

GOAL: At least 50% of project children will have advanced by at least one month in grade equivalent level score for each 20 days cumulative attendance since their previous test on the spelling subsection of the Wide Range Achievement test.

FINDINGS:

SCORES ON WIDE RANGE ACHIEVEMENT TEST

Number of children tested at end of 1973-74 program year for whom pre-tests were available	Number who increased their grade equivalent rank at least one month per 20 days attendance between tests	Percentage of children who met this goal
93	59	63%

ADDITIONAL FINDINGS: The spelling subsection of the Wide Range Achievement Test at the preschool and early grade level is actually more closely related to writing skills than to spelling. The first task consists of a series of marks which the child must attempt to copy, and the request that he "write" his name giving credit for any two letters printed. The child is then asked to write a series of words of increasing difficulty, with only the school age children actually getting into the spelling of words. It is appropriate, therefore, to consider the score on this subsection as primarily a test of children's increasing skill in writing.

This nationally standardized test publishes "grade equivalent" scores based on the raw score the child receives. These begin with nursery level, e.g., N-5 (first month of nursery school, assuming a nine-month school year). Using the child's chronological age, in years and months, to correspond to nursery, pre-kindergarten, kindergarten, first, or second grade equivalents of three, four, five, six, and seven-year old children, respectively, the test scores were analyzed to see how many children were at or above the "grade equivalent" score for their age. The results were as follows:

GRADE EQUIVALENT SCORE ON WIDE RANGE ACHIEVEMENT TEST			
PRETEST (Fall of '73 or test on initial enrollment)	Number Tested	Number at or Above Their Grade Level by Age	Percentage at or Above Grade Level For Their Age
	93	56	40%
POSTTEST (Summer '74)	93	48	52%

CONCLUSION: The percentage of children showing an accelerated gain in writing skills of 63% exceeds the project goal of 50%.

The majority of children who enter the program have writing skills below the national norms for their age. The project is producing an accelerated gain in these skills (63% in this evaluation group) resulting in an increased percentage of children scoring at or above the national norms after a period of program attendance. By the end of the 1973-74 program year a slight majority of children in the project scored above the national norms (52%).

5. How Well Are Children Increasing Their Cultural Knowledge?

GOAL: At least 75% of project children ages 3 to 5 will score at or above criterion level on the Test of Cultural Knowledge administered individually, in their primary language, after 100 or 200 or more days cumulative attendance in the program. At 100 days, the criterion level shall be 65% or better correct responses; after 200 days the criterion level shall be 100% correct responses on this test.

FINDINGS: The Test of Cultural Knowledge is a project developed test (which, by recording the responses also doubles as the test of Verbal Fluency). It is administered in the child's primary language, individually, and takes about three minutes to administer. It represents a very limited sample of the child's information on the vast curriculum area included in the cultural heritage area. No attempt has been made to do a statistical analysis of this little test as to its reliability.

SCORE ON TEST OF CULTURAL KNOWLEDGE

Children in test group with 100 days attendance	Number and percentage scoring 65% or better	Number and percentage scoring 100% on test	Percentage who met project goal
10	10 (100%)	1 (10%)	100%
Children in test group with 200 or more days attendance			
27	25 (93%)	5 (19%)	19%

CONCLUSION: Out of 37 children in the 3 to 5 age group tested, 35 scored at least 65% or better on this test (95%). A higher percentage of children in the attendance group with 200 or more days achieved a perfect score than those in the 100-day attendance group. However, the project failed to meet its goal that at least 75% of the children with this period of attendance would achieve a perfect score. It did meet and exceed its goal for children with 100 days attendance.

COMMENT: With this evaluation, the project is discontinuing use of the Test of Cultural Knowledge. It is being replaced by tests specific to each unit of cultural heritage curriculum which will be administered by the classroom teacher. These unit tests will more adequately test the full scope of the cultural heritage curriculum, which includes material drawn from Mexican culture, the culture of the United States, and some units relating to other world cultures.

6. How Have Children Developed in Verbal Fluency?

GOAL: At least 75% of the children attending the program will demonstrate their verbal fluency in their primary language by scoring at or above criterion level on the Test of Verbal Fluency. After 100 days cumulative attendance the criterion level would be that the child meet one or the other of the following criteria; after 200 days that he meet both criteria: (1) use of two or more complete sentences three or more words in length in his response; (2) use of fifteen words or more in his total response.

FINDINGS: The Test of Verbal Fluency records the children's responses to three questions and four prompts related to the presentation of a picture and a small piñata, and is a project developed test used to obtain a rough measure of the child's expressive ability. It is administered only to children in the preschool portion of the project. It is a measure of the child's ability to use expressive speech in his primary language. No statistical analysis of test reliability has been carried out.

SCORE ON TEST OF VERBAL FLUENCY

Number of children tested after 100-day attendance period	Number of children who met one criterion for verbal fluency	Percentage of total who met project goal
10	7	70%

Number of children tested after 200-day attendance period	Number of children who met both criteria for verbal fluency	Percentage of total who met project goal
27	14	52%

CONCLUSION: This evaluation group did not meet the project goal in either attendance category for 75% of the children although a majority of the children (over 50%) did meet the criteria. The same results were obtained of the earlier evaluation group in the 1973-74 program year (over 50% but less than 75% reaching the goal).

COMMENT: The educational director has chosen a new curriculum in language development (aimed at development of both comprehension and fluency in both primary and second language). It stresses usage of complete sentences in both languages.

SUMMARY OF INSTRUCTIONAL OUTCOME OBJECTIVES

		Educational Goals			
		Exceeded	Met	Partially Met	Not Met
1.	Preschool concepts		X		
2.	Gain in primary language	X	X		
	Gain in second language			X	
3.	Gain in math skills	X	X		
4.	Gain in writing skills	X	X		
5.	Gain in cultural knowledge			X	
6.	Gain in verbal fluency			X	

1.0 INSTRUCTIONAL PROCESS OBJECTIVES

1. Lessons on Preschool Concepts

GOAL: Teachers will provide each child lessons in each area of the curriculum covering preschool concepts reported on the weekly progress reports, including as many lessons as required to enable him to advance at least one level in each concept area during each 100 days attendance period.

FINDINGS: Weekly progress reports from each teacher indicate concept lessons were taught throughout the year (and the test gains seem to indicate substantial learning in this area). However, the means of tracking the progress of children through levels was never developed for the concept areas the program was using when the year began. It was therefore impossible to report findings on this objective.

In mid-year the educational director selected a new language and concept curriculum. The new curriculum can be tracked and evaluated, so it will be possible to report implementation of this part of the program in evaluations for the 1974-75 program year.

CONCLUSION: This objective was changed because of the introduction of new curriculum materials during the year. The goal was therefore not evaluated.

2. Use of Both Languages for Instruction

GOAL: Teachers will use both Spanish and English as a language of instruction following the plan for alternating language use recommended to them by the educational director, as verified by site visit reports by the educational director reporting his observation of every teacher regarding both the adequacy of her conduct of dual language teaching and the adequacy of her planning for dual language development of every student. The criterion for meeting this objective shall be a site visit report of satisfactory for every teacher at least once during each evaluation period.

FINDINGS: Training was given by the educational director on techniques of dual language teaching at all sites during the evaluation period. Individual observations of teachers were made by the education director assisted by one staff trainer at the permanent sites in Washington. However, no evaluations have been given to the evaluator so there are no findings to report on this objective, in terms of the formal

observation instrument. The goal has now been changed because the educational director has introduced a new curriculum for specific language development in Spanish and English which establishes new procedures replacing the observation instrument on dual language teaching formerly in use.

CONCLUSION: Instruction is carried on in both languages at all sites, and specific training in the techniques of dual language teaching has been given. However, the specific instrument for evaluation of this aspect of the curriculum was not used as anticipated because of a change in the curriculum occurring midway in the program year. The objective therefore cannot be evaluated.

3. Instruction in Math Skills

GOAL: Teachers will provide instruction using the Singer Math curriculum or project developed readiness materials in math at a pace whereby at least 50% of the students advance by at least one level, or unit, of lessons for every 20 days cumulative attendance.

(Note: This goal was revised mid-year after a reasonable standard for progress through the materials was determined. See November 1973 evaluation.)

FINDINGS:

Number of children in evaluation group	Number advancing one or more levels each 20 days	Percentage meeting goal
93	87	94%

All of the children who advanced less than one level per days attendance were three-year-olds for whom much more supplementary work with real objects was necessary to get across basic counting concepts.

CONCLUSION: The project has weekly progress data for each child and the pace of advancement through the materials meets project goals, and far exceeds them.

4. Instruction in Writing Skills

GOAL: Teachers of preschool children will provide instruction using the Lyons and Carnahan "Write and See" handwriting materials (or a substitute recommended by the educational

director as these materials are going out of print) or project developed pre-handwriting activities at a pace whereby at least 50% of the students advance by at least one level, or unit, of lessons for every 20 days cumulative attendance.

(Note: This goal was revised mid-year after a reasonable standard for progress through the materials was determined through evaluation data. See November 1973 evaluation. The evaluation group is limited to pre-school as the school age component is not teaching handwriting to most children.)

FINDINGS:

Number of children in evaluation group*	Number advancing at least one level per 20-days attendance	Percentage meeting project goal
72	69	96%

*Pre-school age only.

CONCLUSION: The project has weekly progress data for each child showing advancement through the materials. The pace far exceeds the project goal established.

5. Teaching Cultural Heritage Lessons

GOAL: Within each evaluation period teachers will provide one or more activities featuring a pinata and one or more activities featuring the celebration of the Posada, as documented by description of these activities reported on their weekly pupil progress reports.

FINDINGS: Reports from each center report cultural heritage lessons involving the celebration of the Posada, and one or more times in which children made and used a pinata, talking about its use in Mexico.

ADDITIONAL FINDINGS: The lesson reports from all centers reveal a wide variety of cultural heritage lessons and activities each month throughout the year. These reflect cultural activities related to Mexico since a large majority of the children come from families who at one time lived in Mexico. It also reflects a planned series of activities around the culture and history of the United States. And the cultural heritage curriculum was expanded this year to give multi-cultural appreciation bringing in units of many different countries.

EXAMPLES: Moses Lake reports during February 1974: Activities about Japan. Children discussing and trying on kimona. Preparing, sampling, and talking about Japanese food: seaweed, rice. Other units other months on Hawaii, India, China, in addition to activities every month reflecting Mexican and United States culture.

EXAMPLE: Connell reports during February 1974: Mexican culture: Juegos Infantiles: El Patio de mi casa, y La Batalla. Canciones: Di Borrequito, Limon Partido, Naranja dulces. Bailes: La Bamba, La Cucaracha. U.S. culture: Songs and dances: Hokey Pokey, Skip to My Lou.

CONCLUSION: The project has met and gone far beyond its goals for the teaching of lessons reflecting a multicultural appreciation.

6. Teaching Methods Using High Verbal Interaction

GOAL: To assure each child a high level of opportunity to develop verbal skills, each teacher, after four months of training and experience, will teach children using a method which provides an opportunity for children to make a verbal response at least once a minute during directed teaching periods, as measured by the Richarz interaction scale.

FINDINGS: See November 1973 evaluation where these findings were reported.

No further classroom observations were made using the Richarz scale after the last evaluation.

CONCLUSION: This objective was met by 100% of the teachers as reported in the November 1973 evaluation. No further observations were made during the 1973-74 program year.

SUMMARY OF INSTRUCTIONAL PROCESS OBJECTIVES

	Goals for Instructional Process			
	Exceeded	Met	Partially Met	Not Met
1. Teaching preschool concepts			X*	
2. Using both languages for instruction			X*	
3. Teaching math skills	X	X		
4. Teaching writing skills	X	X		
5. Teaching cultural heritage lessons	X	X		
6. Teachers use high verbal interaction	X	X		

*Change of curriculum in mid-year.

2.0 STAFF DEVELOPMENT COMPONENT

1. Have Teachers Mastered Skills Through In-Service Training?

GOAL: While teaching children under the observation of the trainer, the teacher trainees will demonstrate the teaching behaviors identified on the observation forms as measured by accompanying unit checklists, with each trainee achieving a plus rating on at least 75% of the items included on the checklist.

FINDINGS: Training records from October, 1973 through June, 1974 were examined.

During this period 30 teachers were employed. Teachers employed throughout the entire period numbered 10. The remaining 11 teaching positions had turnover so that teacher trainees participated in the training program less than the nine-month period reported in this evaluation.

The training procedure on an in-service training unit was to do at least two observations per trainee. However, many trainees had four and five observations done before the trainer completed the checklist terminating that training unit. As no checklist was accepted until the teacher trainee consistently demonstrated at least 75% of the target teaching skills, the completion of a checklist indicates mastery of the teaching skills up to the criterion level given in the goal stated above.

Grouped by Months of Employment	Number of Teachers by Months of Employment	Number Completing One or More Checklists	Percentage Meeting Goal
7-9	12	12	100%
4-6	13	11	85%
1-3	5	2	40%
Total Project	30	25	83%

Number of Months in Training — Total Teachers

CONCLUSION: The goal of mastery of in-service training was met by 83% of the teachers during this evaluation period. Of those failing to meet the goal, all were new teachers employed only a few months during the evaluation period.

2. Is There a Pattern of Much Interaction in Classrooms?

GOAL: After completing at least six months of teacher training, 75% of teacher trainees will demonstrate a pattern of interaction with children during 40 minutes of classroom observation recorded on the Richarz classroom interaction scale, which meets the criterion level in at least nine out of 12 categories.

FINDINGS: See November, 1973 evaluation report.

Observation ratings for 15 teachers who had been in training six months or longer were reported, with 100% meeting the interaction goals specified.

Further observations were not carried out in the present evaluation period for this program year.

CONCLUSION: Teachers, after training, conduct their classroom with a high degree of interaction with the children giving encouragement, approval, and fostering verbal development.

3. Are Teachers Receiving Training in Bicultural Activities?

GOAL: For every six weeks the bicultural education resource teacher is assigned to work with a center, teacher trainees in the center will have demonstrated their ability to teach an activity in the bicultural education curriculum under observation of the bicultural education resource teacher at least once, as documented by notes on individual observations of teachers recorded by the resource teachers.

FINDINGS: Refer to evaluation report for November 1973.

This goal was reported on in the earlier report this program year. The objective was met by 12 teachers, not met for eight teachers in terms of number of observations completed.

As the bicultural resource teacher terminated in the fall of 1973, no further evaluation of this objective can be reported during this program year evaluation.

CONCLUSION: The program has carried out regular training of all teachers in bicultural activities. The pace of training set as a goal was met by 12 out of 20 teachers.

4. Is the Project Providing Continuing Academic Education?

GOAL: At least 90% of project full-time staff members who have not attained a high school diploma or its equivalent, or a college degree, will progress toward an academic diploma or degree by passing one or more subtests toward their GED and/or by receiving one or more college credits for course work completed within every evaluation period, as documented by notices of successful completion of GED tests by grade notices or transcripts issued by the institution attended.

FINDINGS: Table 3 on the next page lists project employees indicating the level of academic work completed by each and those enrolled in either high school GED or college work as of June, 1974.

Of the 24 full-time employees who have not attained a high school diploma or its equivalent, or a college degree, 22 are enrolled in college courses. This represents 92% of the project staff continuing academic work, meeting the project goal.

This project has a unique career development program. Trainees enroll in courses at Columbia Basin Community College, located in Pasco, Washington. However, they do their college work entirely in their work locations. This means that courses are being completed for trainees while they are in Texas, Illinois, Oregon, and many different places in Washington State. The college material is organized by Mrs. Gustafson, project manager, who has a master's degree in child development and is accepted as a member of the faculty of the college. It is given by the trainers at each site working under her intermittent on-site supervision. She reviews all projects and test materials completed by trainees and participates in final evaluation of their work.

Through this unique program, 11 staff members have now completed one year of college work for which they have received first-year certificates from the Columbia Basin College officials. Those who have completed their GED or have a high school diploma are now enrolled in further college courses which will eventually lead to an associate of arts degree in early childhood education.

Table 3

Name	Enrolled in GED since 1/74	Completed GED	High School Diploma	Enrolled in College Winter & Spring	BA	MA
Alvarado, Carmen				X		
Benevides, Jesusa	X			X		
Cruz, Sofia				X		
De Leon, Sylvia	not enrolled, employed since beginning of last quarter.					
Enriquez, Geneva			X	X		
Flores, Elia		X		X		
Garibay, Delia			X	X		
Germaine, Estella	X			X		
Garza, Elia		X		X		
Garza, Eloisa			X	X		
Gonzalez, Gloria			X			
Guerra, Imelda			X		X	enrolled in MA program
Guerra, Juanita			X	X		
Guerra, Rafael (part time)			X		X	X
Gustafson, Louise			X		X	X
Hernandez, Alicia		X		X		
Mahaffey, Teresa (part time)			X	X		
McConnell, Beverly			X		X	X
Medelez, Joaquina				X		
Medelez, Vicky			X			
Mendoza, Mary L.		X		X		
Morrison, Lynn			X		X	
Perez, Maggie				X		
Ramirez, Jaime			X		some college	
Riojas, Louise			X	X		
Sambrano, Rosemary			X	X		
Smith, Santos				X		
Zamora, Gloria				X		
Zarate, Angie		X		X		
Zarate, Aniceto			X	X		
Villarreal, Elva			X	X	X	

In addition to the college work, the project has identified GED training programs at each site and several project employees have achieved their GED while employed in the program.

CONCLUSION: The project has met and exceeded this goal, carrying out a highly successful program to allow employees to continue their academic training.

SUMMARY OF STAFF DEVELOPMENT OUTCOME OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. Mastery of in-service training unit(s)*			X	
2. Classroom interaction meets criteria	X	X		
3. Training in bicultural education			X	
4. Staff continues academic studies	X	X		

*Met by 83% of staff, goal was 100%. (Evaluator Note: As goal made no allowance for reasonable time period needed by new staff to complete a training unit, the 100% goal appears unrealistic. All except recently hired staff met goal.)

Teacher Delia Garibay, receiving one-year ceritificate for college work completed at Columbia Basin College. Besides an intensive in-service training program, all teacher trainees are enrolled in college classes taught entirely at work locations. This year nine teachers were awarded certificates for one year (45 credit hours) of college work completed.

2.0 STAFF DEVELOPMENT PROCESS OBJECTIVES

1. Trainers Will Conduct In-Service Training.

GOAL: The trainers will present training to each teacher trainee consisting of at least the following elements: (a) discussion of the written material, (b) a demonstration by means of video tape, role playing, or a live demonstration with children, (c) observing the trainee in a teaching situation recording his use of the target, teaching behaviors, (d) discussing the observations with the trainees; as documented in weekly training reports submitted to the evaluator.

FINDINGS: A training chart is maintained on an ongoing basis for every trainee. Training reports are submitted by trainers every week on what presentations, demonstratios, observations, and conferences have been held with trainees.

These records document that this objective has been met with one change. The project used training consultants with special expertise in the new programmed curriculum materials put into use this year, instead of the on-site trainers, to do initial presentations and demonstrations on some training units. The training consultants also did some of the observations and supervised and approved the final acceptance of all observations and checklists on the new curriculum materials, thereby adding another step to the training sequence.

CONCLUSION: This objective was met, with an intensive in-service training program for all teachers designed to upgrade the skills of paraprofessionals to function as independent teaching staff needing minimal supervision.

2. Trainees Will Complete a Unit of Training Every Other Month.

GOAL: To reach and maintain a high level of interaction, trainees will complete three or more units of training within their first six months after employment, and thereafter complete an average of a unit every other month, as documented by their employment record and the master chart of training completed kept by the evaluator.

FINDINGS:

PACE OF TRAINING COMPLETED

Number of Teachers Employed 6 Months or Longer As of June, 1974	Number and Percentage Who Met Training Objective*	Number and Percentage Who Did Not Meet Training Objectives*
14	9 (64%)	5 (36%)

*Training objective: Three training units completed during first six months, thereafter one every other month.

COMMENT: The project changed to all programmed curriculum materials during this program year, and priority was given to training related to this material. However, the production of training units sometimes delayed the training staff when materials were not ready. In addition the training materials produced will need revision. Most cover far too many teaching techniques per training unit meaning that it takes much longer to cover the training in presentations and to practice it to a level of competency for formal observations than was the case with the training units used in the first two years. Revision to more manageable training units is a goal of the 1974-75 program year.

CONCLUSION: The project maintained the training pace set as a goal with 64% of the staff. The remaining 36% completed training at a slower pace. The objective was therefore only partially met.

3. Training Will Be Given in Bicultural Activities.

GOAL: The bicultural education resource teacher will present training each week at the center to which she is assigned providing demonstrations of bicultural activities appropriate for project age children, including in each six-month period between evaluations at least one activity involving the posada and use of pinatas as documented by the weekly training report submitted to the evaluator.

FINDINGS: Please refer to the November, 1973 evaluation which reported on this objective for this program year. Materials on making a pinata (its history and usage) and on the posada were distributed and training conducted during the evaluation period meeting this objective. The training in bicultural activities included more than 50 other curriculum activities in this area as outlined in the earlier evaluation, far exceeding the goal set for this objective.

As the bicultural resource teacher resigned in the fall of 1973 no further evaluation of this objective can be made for this evaluation.

CONCLUSION: The project met and far exceeded its goal in training staff in a wide curriculum of bicultural curriculum materials.

4. Staff Will Arrange Opportunities for Academic Work.

GOAL: The Project Manager (for Washington sites) and the Educational Director (for Texas sites) will work out a plan for career development with every staff member who has not yet attained a high school diploma and/or college degree and assist them to enroll in courses appropriate to their needs as documented in a memo to the evaluator outlining by individual the courses being taken, if any, by each, or reasons for not taking courses.

FINDINGS: As shown on Table 3 opportunities for continuing academic work were developed for all staff working directly with children. The two staff members not enrolled for further academic work were the secretary and site coordinator for the mobile program. Their hours and duties precluded their participation in the early childhood college training, and the necessity of relocating from Texas to Washington State and back at what would have been "mid-semester" precluded their taking evening courses in either state.

The responsible program staff worked extremely hard in developing the career development opportunities. The one setback encountered was in obtaining GED training opportunities at one permanent site in Washington tate. Attempting to utilize services provided by other agencies, trainees were encouraged to enroll in adult basic education classes offered for the general public. The majority of enrollees from the "general public," however, lost interest and quit coming to the classes leaving only our staff members. Since these did not constitute a sufficient number to justify continuation of the class, our people lost out. The project has therefore arranged for GED tutorial instruction at this site during the 1974-75 program year.

CONCLUSION: The project has met and exceeded the extremely high goal it set for itself in arranging opportunities for continued academic training for all staff who have not already completed either high school or college.

SUMMARY OF STAFF DEVELOPMENT PROCESS OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. Providing in-service training sequences		X		
2. Maintaining pace of training			X	
3. Offering training in bicultural activities	X	X		
4. Arranging continuing academic training	X	X		

3.0 PARENTAL INVOLVEMENT COMPONENT

1. Has the Program Involved Families in the Children's Education?

GOAL: Members of families equal to at least one-third of the enrollment capacity for each permanent site, will participate in the educational program for children in any of three ways: (a) participating in a planned home teaching program, (b) participating in the center's program working directly with the children, (c) contributing to the program's bicultural education activities. These types of family member participation (family member includes parents, brothers or sisters, grandparents, aunt, uncle, or guardian) will be documented by payroll records for family members employed as staff and by vouchers for volunteer services (earning payment to parent group) by family members who are not paid staff.

FINDINGS: During the period July, 1973 through June, 1974 the following participation by family members in the children's education program was reported:

Site	Number of Family Members Participating in Educational Program	Percentage of Enrollment Capacity of Center	Meets Goal
Grulla, Texas and mobile sites	7	12%	No
Moses Lake, WA	18	60%	Yes
Connell, WA	10	42%	Yes

COMMENT: The Moses Lake program has been, by far, the most outstanding in the development of parental participation. Parents have filled in for teachers who were on vacation, assisted in the classroom, taken major responsibility in the cultural programs (a series of fiestas for parents, children, and the community). The site coordinator for the Washington sites has devoted a major part of her efforts to development of this aspect of the program.

During the 1973-74 program year, vouchers from the Grulla site identified 21 persons (other than the seven reported above) who helped with the program, but in other ways than those specified in this objective. These included development of facilities and playgrounds, making equipment, etc., but were not working directly with the children.

The site coordinator for the Grulla and mobile sites has had to devote much more effort to facilities, supplying center needs, and making community contacts. The community of Grulla is made up of homes, 90% of which belong to families which board them up every spring and move north to follow the crops. As such there is no population base year-round to support stores, with the result that the community has only a few very small groceries and no other businesses--no hardware, clothing, drug store, lumber yard, paint supply, dime store, etc. The nearest shopping center is Rio Grande City, a round trip of 34 miles and for many supplies (educational equipment, office supplies, etc.) the program has to go even farther.

The program opened two centers in Grulla last winter to better house the expanding program--these took a great deal of negotiation and rehabilitation. The site coordinator is the "advance man" who goes north to locate sites for centers in the northern locations. A total of six mobile sites had to be set up--requiring locating and equipping buildings, coordination with schools and other agencies in the communities, setting up credit with businesses, etc. The site coordinator remains behind to close up sites, ship equipment or store it, making closing contacts in the community so the program leaves in good standing and will be welcomed back. These types of responsibilities are unique to a mobile program.

CONCLUSION: The project met its objective of parental involvement in the children's educational program. It did not meet its goal for the Grulla, Texas and mobile sites that followed the migrant families in the stream. Parents and other family members (equal to one-third the enrollment) participated in the Grulla-mobile program, but in different ways.

2. How Have Families Participated in Program Management?

GOAL: A parent and community advisory group formed in each permanent site will be active in management of the program, defined as making decisions or taking action in the following areas:

(a) organizational matters including election of officers, setting of meeting times, parent projects, etc.
(b) review of funding proposals or work program changes
(c) personnel actions
(d) plans for earning and spending parent funds
(e) discussion of the educational program--parent choices as to content, methods, equipment or ways in which parents may participate in educational program.

Action shall be taken in each area, if appropriate, within each evaluation period for fulfillment of this objective. (By "if appropriate" is meant elections of officers if the date for reelection of officers comes during this period or the year, or recommendation of people for jobs if a vacancy occurs, review of proposals if a new proposal or program change is being submitted during the evaluation period, etc.). This action shall be documented by minutes.

FINDINGS: A content analysis of the minutes of parent meetings at each site for the period July, 1973 through June, 1974 classifies actions into the five categories as follows:

(a) Organizational Matters		
GRULLA	MOSES LAKE	CONNELL
None reported	(Elections in fall) 2/74 change of mtg. time due to daylight savings 3/74 parent project to help with kids immunizations	(Elections in fall) 1/74 organization of planning for parent group, meeting dates
(b) Review of Funding Proposals		
2/74 review proposal	2/74 review proposal	None reported

(c) Personnel Actions		
1/74 selection of four teacher 3/74 replacement of site coordinator	3/74 selection of teacher trainee 4/74 fill teacher trainee vacancy	1/74 selection of two teacher trainees 3/74 fill teacher trainee vacancy
(d) Plans for Earning and Spending Parent Funds		
None reported	1/74 discuss how to earn funds, $500 donation 2/74 loan from fund to help buy station wagon to transport MHS kids; agree to fix TV 3/74 discuss how to earn funds 4/74 agree to buy toys	1/74 importance of parent volunteers discussed, $500 donation
(e) Discussion of Educational Program		
2/74 teaching techniques and curriculum explained; games played to illustrate techniques; video tape of children showing actual classroom learning shown	1/74 discuss with parents what they would like their children to be taught; how liked program. 2/74 discuss toy lending library; discuss use of Montessoti frames, parents took home to complete 3/74 parents turned in frames, were given aprons to do 4/74 two curriculum areas presented, discussed, show workbooks 5/75 teacher presentation on new language and concept curriculum; parents make beanbags	1/74 two parents present teaching methods of program, express appreciation for program and its methods of teaching their children and all other children.

CONCLUSION: The parent's participation in organizational control in personnel actions and in discussion of the educational program is operative at all sites. Intermittent action has occurred relative to the other organizational areas.

SUMMARY OF PARENTAL INVOLVEMENT OUTCOME OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. Parents participate in their children's education.			X	
2. Parents participate in management of the project.			X	

These objectives were met and exceeded at Moses Lake, but not fully met at all sites.

3.0 PARENTAL INVOLVEMENT PROCESS OBJECTIVES

1. Staff Will Solicit Parental Involvement.

GOAL: Staff will contact parents and other family members soliciting assistance with the educational program, as documented by parent contact reports submitted by site coordinators and trainers and teacher reports on home visits and/or staff-parent conferences submitted by teachers. At least 50% of families will be contacted regarding participation in the educational program.

FINDINGS: The site coordinator for the two permanent sites in Washington State reported at least one, and sometimes multiple contacts with 62 different parents during the period January, 1974 through June, 1974. This meets and exceeds the goal for percentage of parent contacts.

The Texas site coordinator for the January through March period, when the program was at home base and parent service in the centers was possible, did not report parent contacts. This coordinator resigned in March. The new site coordinator made many parent contacts during the instream phase of the program, but no effort was made to involve families in the educational program, since all adult family members were working in the fields during this period.

CONCLUSION: Contact with the vast majority of parents was carried out in the permanent sites in Washington state. It was not reported by the staff person responsible during the home base phase of the Texas-mobile program, so evaluation is not possible.

2. Staff Reports Regularly to Parent Management Groups.

GOAL: To provide the parent-community advisory group with information it needs to perform management functions, the on-site supervisory and/or training staff shall meet with and report to the parent community advisory group monthly or as often as the group chooses to meet, as documented by minutes and attendance rosters; and the project manager shall submit all proposals and work programs for review, and the evaluator supply an evaluation report at least twice a year to the parent-community advisory group, as documented by covering letters on proposals and evaluations as they are submitted.

FINDINGS: Covering letters are on file in which the project manager forwarded planning reports to all parent groups to assist in developing project proposals. Covering letters are also on file documenting that evaluations of the program were submitted to the parent groups.

The project manager supplied a report which indicates that staff members attended every meeting of the parent groups held in each community, and that from one to five staff reports on the program were made to parents at each site during parent meetings, during the January-June, 1974 evaluation period.

CONCLUSION: Staff supplied both written and in person verbal reports on a regular basis to keep parents fully informed of the program's progress, and to tap their opinions in making future plans.

SUMMARY OF PARENTAL INVOLVEMENT PROCESS OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. Staff will contact 50% of parents			X*	
2. Staff reports to parent group		X		

*Exceeded, Washington sites; unreported, Texas site.

4.0 MATERIALS DEVELOPMENT COMPONENT

1. What Cultural Heritage Materials Have Been Developed?

GOAL: The bicultural education resource teacher will make and publish curriculum materials for bicultural education with activities and the materials to carry them out reflecting the cultural traditions of Mexico and the United States primarily. These will include more than one of each of the following types of materials: songs, rhythm games or dances, poems, stories, and histories or legends concerning special days that are celebrated. The materials will include written materials in Spanish, audio tapes where music is required, video tapes for dances, and patterns and pictures for materials to go with special days and the stories and activities to celebrate them. Documentation of this objective shall be the published materials and tapes.

FINDINGS: Among the cultural heritage curriculum kit developed are the following activities:

Music, Illustrations, and Instructions for Dances:

La Raspa
Polka
La Bamba
Jarabe Tapatio
Los Inditos

Words, Suggestions for Classroom Use, and Craft or Art Projects to Use with the Following Ritmos and Rimas:

Ritmo de Cascabeles
El Músico
La Batalla del Calentamiento
Un Soldadito pasa merchando
Rima a la Bandera
Com Mucho Amor
Limpieza
La Ensalada
La Fruta
Primavera
La Mariposa
El Nidito

Instructions for Chants and Children's Games:

El Patio de mi Casa
Los Díez Perritos
A La Víbora de la Mar
Juan Pirulero
Patito Patito
Caballito Blanco
En el aqua clara
Doña Blanca
Brinca La Tablita
La Paloma Azúl
San Serafín del Monte
Qué Llueva, Que Llueva!
La Pajara Pinta
La Pelota

Music and Words for Songs:

Dí Borrequito
Temprano
Las Mañanitas
La Bamba
Coro a la Bandera
De Colores
Himno Nacional Mexicano
Mamá y Papá Preparan
Yo Quiero ser Soldado
La Vaca
Golondrinita
Arre Burriquito
Allegre Gallito

Fingerplays

En ésta Casita
Todos Bien Empleados
Manitas Arriba

Traditional Stories and Legends:

La gallelita de Ginebra
Caperucita Roja
Blanca Nieves y los siete enanos
Los tres Cochinitos
Cuento de niños de otra paises
La Posada

In addition, patterns were developed from which each center made costumes typical of different Mexican states which have been used during both classroom activities and for community fiestas.

Samples of craft objects were developed which children have made for Mothers' or Fathers' day, and which teachers have made for the children in celebration of Children's day.

CONCLUSION: The project has far exceeded its goal in development of cultural heritage activities.

2. What Training Materials Have Been Developed?

GOAL: The project manager will publish six new units of teacher training materials by February, 1974 as documented by the published materials.

FINDINGS: The following materials for teacher training were developed:

1. Nutrition for Preschool Children
2. Dual Language Teaching
3. Planning for Math Instruction
4. Techniques for Teaching Math
5. Teaching Reading at the Primer Level
6. Teaching Handwriting
7. Motivating Learning

CONCLUSION: The project has met its goal in the development of teacher training material.

3. Has the Project Published Its Findings?

GOAL: The Project Manager will publish, or submit to other publishers, copy for them to publish outlining special problems relating to serving migrant children to which this program is addressed, and some of its findings to date as documented by one or more publications or copy submitted to other publishers with cover letter indicating date of submission.

FINDINGS: In the January-June, 1974 period the following activities took place relative to this objective:

1. An article was published in the Tri City Herald May 5, 1974 based on an interview of the Project Manager by reporter, Dick Livingston.

2. On June 10, 1974, Jini Dalen, reporter with the Tri City Herald called the Project Manager to interview her about the Mini Head Start Program. The reporter subsequently visited Juanita Guerra's classroom at Longfellow School in Pasco to take pictures. She also went to the Green Giant camp to photograph Arminda Rivera. (As of July 1, 1974 when the Project Manager filed this report on this objective the article in (2) above had not been published.)

CONCLUSION: Publication of project findings has taken place.

SUMMARY OF MATERIALS DEVELOPMENT OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. Cultural heritage curriculum materials	X	X		
2. Teacher training materials		X		
3. Publication of project findings		X		

4.0 MATERIALS DEVELOPMENT PROCESS OBJECTIVES

1. Development of Cultural Heritage Materials.

GOAL: The bicultural education resource teacher will select a monthly theme and develop materials around that theme supplying copies of materials to each center and for the project central files, as documented by materials submitted and weekly reports on materials developed and their distribution.

FINDINGS: See Evaluation for November, 1973 where this was fully reported.

The bicultural resource teacher did select one, or more, themes each month and developed a wide variety of activities teachers might use for various aspects of the educational program.

Most teachers developed their own file of these materials for classroom use. In addition the project manager has developed kits of materials which have gone to new teaching staff and to other projects which have requested them. Copies were also sent to wider distribution to the bilingual materials center in Texas.

CONCLUSION: This publication and dissemination of cultural heritage curriculum materials was fully met.

2. Development of Teacher Training Materials.

GOAL: The project manager, or a consultant designated by her, shall adapt the training materials developed by Far West lab minicourse on methods of working with children with minimal language skills into five units of in-service training materials each containing written discussion of teaching behaviors, observation form to use in observing teachers demonstrating that behavior, accompanying unit checklist outlining key behaviors which must have been demonstrated at 75% level to pass unit. These adaptations will constitute five training units. The sixth unit will be on the topic of nutrition in a child development program and will contain, similar to other training units, a minimum of discussion materials, observation sheet for observing teacher demonstration of skill or knowledge in this area, and unit checklist. These materials will be submitted for review of completeness to the evaluator.

FINDINGS: The subject matter of the training units was changed because the project felt training specifically related to the programmed curriculum materials was needed.

The training materials were field tested and during the year the unit on (1) motivating behavior, (2) math, (3) handwriting went through revisions.

Each unit contains discussion materials, observation forms, and checklists.

CONCLUSION: The training materials are complete meeting project criteria. The training subject areas were changed to meet changing project needs.

3. Writing Articles About Project Findings.

GOAL: The project manager or other staff members designated by her shall develop one or more articles describing the special circumstances of serving migrant children and the findings from this project experience on ways of meeting these needs as documented by the copy for these articles. (Specific topics for articles disseminating findings of this project to be developed at a later date following staff discussion and recommendations of the project officer.)

FINDINGS: Articles published during the latter half of program year 1973-74 were written by others based on interviews with project staff.

The specific intention of this objective--to develop articles covering the special needs of migrant children, the rationale of the project approach, and almost "how to do it" description of procedures for use of others dealing with this population, remains a future goal.

CONCLUSION: The needs of dissemination of information about the project have been partially met.

SUMMARY OF MATERIALS DEVELOPMENT PROCESS OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. Themes developed for cultural heritage materials	X	X		
2. Training materials complete according to criteria		X		
3. Articles written to disseminate project findings			X	

5.0 RELOCATING DELIVERY SYSTEM COMPONENT

1. Are Educational Outcomes Related to Continuity of Service?

GOAL: To provide beginning answers to the question:

> Does following children with services as they move in the stream make any difference?

the project proposes the following exploratory objective:

Holding the length of time in the project and age group as a constant, the project proposes to use the Caldwell Preschool Inventory and the Wide Range Achievement Test (both standardized tests with national norms) to compare achievement of school readiness skills between (a) project children who have been served by this mobile program both at home base and instream, (b) project children who have been served only at home base, (c) migrant children enrolled in the public school preschool program who have not been served by the project in either location as a zero program effect group. No criterion level of achievement is set as this is an exploratory objective; however, it is anticipated that the skill level demonstrated by group (a) will be greater than that demonstrated by group (b) which in turn will be greater than that demonstrated by group (c). Holding age constant, a further analysis of the project group would compare the scores of children as they vary by length of time in the project.

FINDINGS: The project goal calls for comparing the readiness for school of kindergarten age children of three groups:

(NP) Non Program children, migrant children from Grulla, Texas enrolled in public school kindergarten, but never enrolled in Bilingual Mini Head Start program;

(C) Continuity children, migrant children served by Bilingual Mini Head Start both at home base in Grulla, Texas and in one or more northern locations where their parents travel as migrant farm workers;

(NC) Non Continuity children, migrant children served by Bilingual Mini Head Start only at home base in Grulla, Texas, but which it was unable to follow in the migrant stream.

Some problems were encountered in collecting and analyzing data for this goal. The first problem was that the comparability of the Non Program (NP) group of children to project children is not known, except that they were all five-year olds, enrolled in the public school kindergarten, and had not ever been in the program. The evaluator requested further information on both program and non program children be collected, using a Home Interview form (adapted from other projects). However, only part of the families were interviewed using this form and it was learned in March, 1974 that the site coordinator responsible had falsified some information (reporting answers for families not interviewed). All data from this home interview survey therefore had to be thrown out, and at that date, when families were already leaving for the north it was not practical for the information to be collected by the new site coordinator who was employed.

The second problem encountered was that the total population of five-year-old children in the program was not large: six non-continuity (NC) children and 13 continuity (C) children. It was meant to compare (NC) and (C) children who had comparable periods of attendance (differing only in regard to the attendance having been acquired all at home base for the non-continuity group, and at two or more sites for the Continuity group). However, four of the six non-continuity children fell into the 0-99 days attendance group, and only one continuity child had that attendance. Likewise, there was only one non-continuity child in the 100-199 days attendance group, and only one non-continuity child in the program for her third year in the 200 days or more attendance group. Since it is not meaningful to compare test scores when there is only one child for the comparison, another basis had to be found for examining the effects of continuity.

The primary effect of continuity (e.g., having a program which can serve children not only in their home base area but can move with them in the stream) is that it reaches the children for many more days in any one year of their lives than would be possible with a program at home base only. This effect can be seen from some program attendance data reported below:

1971-72 program year (attendance data from December, 1971 when the program opened through October, 1972)

	Number of Children Served Just in Texas	Median Days Attendance During Year	Number Still Enrolled in 1972-73	Median Days Attended by October 1973
Non-Continuity	22	39 days	8	82 days
	Number of Children Served in Texas and in Northern Sites	**Median Days Attendance During Year**	**Number Still Enrolled in 1972-73**	**Median Days Attended by October 1973**
Continuity	57	100 days	48	209 days

Because of a late start (December, 1971) the attendance for the first program year was for a little less than a full year. The attendance pattern for the second program year is shown below:

1972-73 program year (attendance data from November 1, 1972 through October 31, 1973)

	Number of Children Served Just in Texas	Median Days Attendance During Year	
Non-Continuity	19	40 days	(Attendance over two-year period, into October, 1974 will be calculated after October 31, 1974)
	Number of Children Served in Texas and in Northern Sites	**Median Days Attendance During Year**	
Continuity	56	110 days	

From this data it would appear that if the program operated only during the home base period most children enrolled would have less than 100 days attendance (as three- and four-year olds) even if they had attended both years before they became five-year old kindergarteners.

On the other hand, with the mobile program most children attending even one year would have over 100 days attendance by age five kindergarten, and most children who had been enrolled for two years would have over 200 days program attendance.

Analyzing the attendance data another way:

Non-Continuity children (those served only in Texas)	1-99 days	100 days	200+ days
Attendance after one year 1971-72	22/22	0/22	0
Attendance after two years 1971-73	6/8	2/8	0
Attendance after one year 1972-73	17/19	2/19	0

Continuity children (those served in Texas and in North)			
Attendance after one year 1971-72	28/57	29/57	0
Attendance after two years 1971-73	2/48	18/48	28/48
Attendance after one year 1972-73	21/56	31/56	4/56

Conclusions which may be drawn from this data are:

1. It is likely that children served only at home base will have accumulated less than 100 days attendance by age five (less than 10% of those reported exceed this).

2. It is likely that children in the continuity group will continue for a second year in the program (48 out of 57 from the 1971-72 enrollees stayed a second year; over 84%).

3. Of children in the continuity group (mobile program) more than half will exceed 100 days attendance even within their first year; after two years in the program less than 5% of continuity service children are in the attendance category with less than 100 days.

From this information it was considered reasonable to take the scores of children in the 1-99 days attendance category as representing the probable program effect for the Non-Continuity children. The children in the 100-199 attendance category, and in the 200+ days attendance category were taken to represent probable program effect of children in the Continuity group.

The hypothesis was that program children would score higher than non-program children on the Preschool Inventory and the Math and Spelling sections of the Wide Range Achievement Test.

The results of test score analysis are shown below:

CONTINUITY GROUP--TWO-YEAR PROGRAM EFFECT				
	Project Children, 5 Years Old, With Over 200 Days Attendance		Non-Program 5-Year-Old Children*	
PRESCHOOL INVENTORY (Avg. number correct)	N=9	47	N=11	45
WRAT MATH TEST (Avg. raw score)	N=8	11	N=11	10
WRAT SPELLING TEST (Avg. raw score)	N=8	10	N=11	7

CONCLUSION: The children with two years program experience on the average scored higher in the school readiness skills measured by all three of the tests reported above.

CONTINUITY GROUP--ONE-YEAR PROGRAM EFFECT				
	Project Children, 5 Years Old, With 100-199 Days Attendance		Non-Program 5-Year-Old Children	
PRESCHOOL INVENTORY (Avg. number correct)	N=6	45	N=11	45
WRAT MATH TEST (Avg. raw score)	N=5	12	N=11	10
WRAT SPELLING TEST (Avg. raw score)	N=5	10	N=11	7

CONCLUSION: The children with one-year program experience on the average scored higher in two of the three tests above, and scored the same in the third test.

PROGRAM EFFECT FOR NON-CONTINUITY GROUP

	Project Children, 5 Years Old, Less Than 100 Days Attendance		Non-Program 5-Year-Old Children	
PRESCHOOL INVENTORY (Avg. number correct)	N=6	42	N=11	45
WRAT MATH TEST (Avg. raw score)	N=6	9	N=11	10
WRAT SPELLING TEST (Avg. raw score)	N=6	4	N=11	7

CONCLUSION: Children with less than one year program experience on the average scored lower than public school kindergarten children with no program experience in three out of three of the tests reported above.

The hypothesis was that all project children would score higher than the non-program children. The finding that the program children with less than 100 days attendance scored lower than the non-program group therefore was contrary to expectations. Without the comparative data on the children's home experience there is no explanation of this finding. It is possible that some of the children tested in the public school kindergarten were not, in fact, children who still migrate.

This was an exploratory objective. The numbers of children involved in this comparison were small and the findings are only suggestive of program effect. The evaluation for the 1974-75 program year will increase the size of the comparison group and attempt to have numbers sufficiently large to warrant tests of statistical significance of differences.

CONCLUSION: Referring once again to the initial question:

Does following children with services as they move in the stream make any difference?

The tentative answer is:

It makes a great deal of difference.

Following children makes it possible to serve migrant children, on the average, two and a half times as long during a given year as they could be served in a program operating only at their home base. By the time

they are five years old, migrant children who have been served by the mobile program for over 100 days scored higher in academic readiness than non-program children in five out of six comparison scores reported under this objective, scored the same on the sixth text score comparison.

2. How Well is the Program Able to Follow Children as They Move?

GOAL: At least 70% of the mobile migrant children enrolled in the Texas-based program will be enrolled again at a new location within one calendar year from the date of their initial enrollment, as documented by enrollment records from successive sites as the teachers relocate.

FINDINGS:

Project Year	Number of Children Served at Home Base	Number and Percentage of Children Served at Home Base and Again in One or More Instream Sites
1971-72	78	56 (72%)
1972-73	77	57 (74%)
1973-74	76	46 (61%)

The continuity rate in the 1973-74 instream phase was affected by teacher resignations. Teachers who would have served children in Dayton, Washington and Lynden, Washington did not move with the program instream (one resigned because of a death in the family, another because her husband suffered a disabling accident and could not travel nor do field work this year so the family did not migrate). Replacements could not be picked up during the instream phase because of the need for training before the teacher can work independently with the curriculum materials. Service to some children during the instream phase was thereby lost.

This continuity figure of 61% should, however, be seen in perspective. Other programs which have tried to follow children into the stream have achieved a maximum continuity rate of 19%. (See October 1972 evaluation report.)

CONCLUSION: The project achieved 61% continuity instead of the 70% set as a goal.

SUMMARY OF RELOCATING DELIVERY SYSTEM OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. a. Children in the mobile program will score higher on tests than children served only at home base.		X		
b. Children in the mobile program will score higher on tests than children never in the program		X		
2. The project will serve more than 70% of children served at home base in one or more instream locations.			X*	

*61% were picked up in north.

6.0 MANAGEMENT COMPONENT

1. HAS THE MOBILE PROGRAM COORDINATED WITH HOST COMMUNITIES?

GOAL: In each host community to which the mobile project teacher moves, the educational director or site coordinator or project manager will contact local public school officials and any agencies providing service to migrants, exchanging information about programs and offering to coordinate with local program efforts, as documented by a master chart on coordinative contacts by the mobile program maintained by the evaluator.

FINDINGS: General Comment. Because this program is serving children who move, and the educational program moves with them, it necessarily overlaps the local educational district in the home base area and in each area to which the children move. This is a situation absolutely unique to this program.

This presents a unique opportunity to affect the education of migrant children, as many different school locations (and preschool programs in many locations) have had an opportunity first hand to observe the curriculum and methods, and the "professional" expertise exhibited by the ex-migrant, totally paraprofessional teaching staff. The result has been requests at several locations for program staff to participate in local workshops regarding the education of migrant children. Several locations have borrowed and are now using parts of the curriculum materials introduced by this project.

At the same time, extreme care has been taken by the project to coordinate this program to whatever existing resources are in each area. This year in every location in the north the project has operated jointly with another preschool program serving other migrant children in the area, with the exception of Umatilla, Oregon, where no other preschool program existed. Its program for school-age children has operated in close coordination with the local elementary school (and usually in space provided by the school.

The Office of Education has demanded more and more coordination every year. This year, for example, ISD 104 was allowed to reapply for a continuation grant only after conferences with school people who then signed a "joint application" for funds from: (1) Rio Grande School District in Texas, (2) Intermediate School District 5 (Yakima Co., Washington), and (3) Intermediate

School District 23 (Grant, Adams, and Walla Walla Counties, Washington).

Because the coordination of this program has been of particular interest to the funding agencies, it is reported below in some detail.

Coordinative contacts by program staff with schools and other agencies serving migrants February-June, 1974 for each site of the Texas-mobile centers.

GRULLA, TEXAS (all contacts by Educational Director, R. Guerra)

School Contacts

2/74 S. P. Cowan, Supt.
Rio Grande City Schools
2/74 L. Vallarreal
Title VII Director
Rio Grande City Schools
2/74 I. Ibarra
Title I Migrant Director
Rio Grande City Schools
2/74 A. Barrera
ESAA Director
2/74 D. Vallarreal
Title VII Evaluator
Rio Grande City Schools
2/74 R. Saenz, Principal
High School
2/74 I. Longoria, Principal
Jr. High
2/74 C. Christiansen, Principal
Grulla Primary School
2/74 Mr. Zamora
Title VII State Consultant
2/74 Jerry Vasquez
Southwest Educ. Laboratory
2/74 Lee Frazier, Director
Texas State Title I Office
2/74 Jorge Guerra, Bus. Mgr.
Rio Grande City Schools
3/4/74 S. P. Cowan, Supt.
Rio Grande City Schools
RE: coord. of kindergarten and school age program
3/5/74 Lupe Villarreal
Title VII Director
RE: coord. in Grulla Primary
3/13/74 Charles Christiansen
Principal Grulla Primary
RE: coord. with BMHS
3/14/74 Jose M. Longoria
Principal Grulla Jr. High
RE: vocational prog. for 7th and 8th graders

Contacts with Other Agencies

2/74 Rudy Salas
OEO Asst. Director
2/74 Ernesto Guerra
Indian and Migrant Program Division, Nat'l Head Start
2/74 Rudy Flores
Governor's Office (Texas)
2/74 Phyllis Maltos
Coordinator for Short Term Migrant Centers, State of Wa.
2/74 O. Villarreal, Exec. Dir.
Texas Migrant Council
2/74 R. Perez
OCED Officer
2/74 B. Villarreal
Lion's Club officer
2/74 Romero Lopez
JayCee's officer
2/74 Dr. M. Ramirez
Starr Co. Judge
3/14/74 Rogelio Perez, OCED
RE: chart of migrant routes for possible gas allocations
3/16/74 Oscar Villarreal, Exec. Dir.
Texas Migrant Council
RE: Proposal for migrant insurance to be presented before AMA convention in D.C.
3/19/74 Rudy Salas, Starr Co. OEO
Asst. Director
RE: Coord. between BMHS and newly developed Sr. Citizen program in Grulla
3/20/74 Remundo Gonzales, Mayor
RE: possible site for permanent BMHS center
3/21/74 Hector Lozano. Co. Commissioner, RE: possible site for building permanent center
3/22/74 Mrs. Neal, OEO Co. Nurse,
RE: final immunization of BMHS children

GRULLA, TEXAS (coordinative contacts continued)

3/25/74 Mrs. Garcia and Mrs. Perez, first grade teachers, RE: curriculum used and placement of students migrating to Washington State

3/27/74 Mrs. Ibarra and Mrs. Thelma Longoria, Rio Grande City preschool about assisting BMHS program

3/28/74 J. E. Villarreal and Romeo Lopez, RE: possible use of JayCee clubhouse as center

3/29/74 Dr. Maria Ramirez, Co. Judge RE: R. Guerra's scheduled presentation on migrant health insurance for AMA convention in D.C.

CENTERS MOVED NORTH AT END OF MARCH

MABTON, WASHINGTON (temporary location for preschool center, location of school-age tutoring program)
All coordinative contacts are by Education Director, Rafael Guerra, unless marked JR meaning Jaime Ramirez, project Site Coordinator for Mobile Program.

School Contacts

4/14/74 Supt. Henry Milhofer, A. Johnson, Title I Migrant Dir. RE: school-age tutorial program (also JR)

4/29/74 JR--A. Johnson, RE: space for first grade tutorial program

5/6/74 First grade teachers (3) RE: referral of students for tutoring program (JR too)

5/19/74 First grade teachers, Mabton, RE: continuation of tutoring program

5/24/74 (phone) Mike Esquivel, Wash. State Title I consultant, RE: his request for R. Guerra to consult at Teacher Workshop in Mabton on migrant culture and BMHS program objectives and methods

6/4/74 Supt. Milhofer and Elem. School Principal Leggett, RE: BMHS summer tutorial program

Contacts with Other Agencies

5/15/74 Mr. Garza, local contact person recommended by Mabton School, RE: need to hire trainees

5/21/74 Phyllis Maltos, Coord. of Short Term migrant centers, RE: Coord. effort to better serve migrant children in Mabton area

WALLA WALLA, WA. (actual program at College Place, near Walla Walla)

School Contacts	Contacts Other Agencies
4/74 (and repeated contacts by Project Manager, L. Gustafson) Don Campbell, Supt. College Place Schools, RE: their URRD program serving migrants, Coord. service to migrants at Camp; our materials, their participation in our workshops and training	5/20/74 Mrs. Margaret Chadek, Walla Walla Labor Camp Day Care Coord. RE: BMHS children in center, coord. of efforts to better serve children. (by R. Guerra) 6/13/74 Mrs. Margaret Chadek, Coord. WW Day Care Center RE: Use of space by our teacher, progress compared of BMHS students and other children in center

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PASCO, WASHINGTON (preschool and school-age program by BMHS)
Contacts by R. Guerra, Educational Director

School Contacts	Contacts with Other Agencies
4/22/74 Mr. Les Dominguez, Principal Longfellow Elem. School, RE: BMHS objectives 4/26/74 Mr. Les Dominguez, Principal, Longfellow Elem. School, RE: Objectives of school-age tutoring program	4/22 Pasco Green Giant Camp Supervisor RE: Space for school-age tutorial program. 4/16 Phyllis Maltos, Coord. Short Term Migrant Centers RE: Coordinating efforts in Pasco for preschool age

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PROSSER, WASHINGTON

School Contacts	Contacts with Other Agencies
5/9/74 JR--Mr. Smith, Grandview School Principal, RE: BMHS program, employee needed 6/24/74 JR--Pamela Routh, (San Diego School Teacher visiting program) RE: our curriculum	4/1/74 JR--Phyllis Maltos, Coord. for Short Term Migrant Centers RE: planning for coord. in Grandview and Mabton, preschool 4/4/74 through 4/30/74 (7 contacts, Rev. Martin, Prosser Methodist Church, Rev. Chafin, Grandview Baptist Church, Rev. J. Burt, Church Council Chairman, Mr. Smith, Mr. Pinchard, other committee members, RE: program and arranging use of space. 4/16/74 Phyllis Maltos, Coord. for Short Term Migrant Centers, RE: staffing and coord. in center at Prosser (preschool) 4/26/74 Leo Cantu, Human Developer of Parent and Child Center RE: program (by JR) 5/8/74 JR--Yolanda Morin, Asst. Dir. PCC, RE: BMHS program, employees

PROSSER, WASHINGTON (continued)

5/14/74 JR--Mrs. Trimble, State Dental Department RE: services
5/31/74 JR--Gilberto Ramirez, Toppenish Health Clinic RE: obtaining dental services
6/3/74 Gilberto Ramirez, Toppenish Farm Worker Health Clinic RE: children's exams, records
6/18/74 Eva Bratton, nurse (by JR) RE: days to visit center

IRRIGON-UMATILLA AREA, OREGON

School Contacts	Contacts with Other Agencies
6/25/74 Mick Tolar, Principal A. C. Houghton Elem. School, Irrigon, Ore., RE: BMHS program help to locate space in area, availability of health services through Multi-Phasic Clinic (RG and JR)	6/25/74 La Vern Christensen, RE: BMHS program objectives, space needs (JR) 6/27/74 Harold House, Pres. of Lion's Club. R. Guerra made presentation about BMHS program, requested space for center

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CONCLUSION: The program objective of coordinating with other school agencies and other agencies providing service to migrants has been met in every area. The degree of coordination exceeds the objective goal.

2. How Active is the Texas Management Board During Northern Phase?

GOAL: This is an exploratory objective without any criterion level. It is the first time it has been tried.

The La Grulla Migrant Co-op Board will continue to function in a management capacity, performing the same management functions described in objective 3.2 during its northern phase--despite the fact that the board members will be moving periodically and will be widely scattered during this period of mobility. Decision making will utilize such means as conference telephone calls, or assembling a partial board at some temporary location and reaching absent members by telephone to conduct business and take votes, or doing business by mail balloting. The strategy used to take a management role under these circumstances will be documented by periodic memos from the educational director who is working with the board.

FINDINGS: The November, 1973 evaluation reported on this objective for the 1973 summer northern season. The project used a temporary board in a northern location, and telephone calls and mails to maintain contact during the northern phase. It worked on project proposals and took personnel actions during the northern phase--it took no organizational actions, and made no decisions relative to the educational program or parent fund during the northern phase.

During the first half of the summer of 1974, covered by this evaluation, two members of the Co-op Board of directors who came to Washington State to work, represented other board members in consulting with the Educational Director on hiring of temporary employees. No minutes were made of these meetings although they were reported by both the educational director and site coordinator in their contact reports. Board members were also consulted on center hours, and to get information about probable travel plans and where temporary centers might be needed.

CONCLUSION: Informally, the La Grulla Migrant Co-op Board has provided backing and consultation to the Educational Director in key project decisions, even during the northern phase.

3. How Well Does the Project Monitor Far Flung Project Operations?

GOAL: The Project Manager will maintain administrative contact and/or the evaluator will maintain evaluation feedback from all operating sites and with every person on the administrative, training, or teaching staff at least once a week throughout the year with the exception of authorized non-operating periods when centers are closed for relocation or vacations. These contacts will be documented by telephone logs, correspondence files, and data processing communication check-off records maintained by the evaluator.

FINDINGS: Teachers (or their substitutes) submit a weekly record on the curriculum progress of each child in the program, and his attendance. (Check-off records show consistent submission of these reports.)

Trainers submit weekly training reports on training activities, and submit reports on the in-service training units with dates of presentations, observations, and checklists and conferences. In addition they submit copies of formal observations conducted. (Checkoff records show these come in in bunches, rather than weekly, but cover every week's activities.)

The project manager submits a log indicating administrative contact by telephone or in person with every site every week, or more often (periodic summary).

The educational director and site coordinators submit continuous reports on contacts with parents, school contacts, and other agencies' representative (to the project manager) who summarizes them periodically for the evaluator.

Continuous feedback to sites (regarding children's progress, testing needs, in-service training reports) is made by the evaluator, and summary memos and reports to the educational director and project manager. In addition, the evaluator provides the curriculum and training consultants summary reviews of teachers' training, and children's progress prior to visits, and maintains a feedback circuit on all new materials being tried out.

CONCLUSION: The objective has been met. The feedback system works extremely well and makes possible continuous monitoring of project activities despite the unusual dispersion of staff and operating sites.

SUMMARY OF MANAGEMENT COMPONENT OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
1. Coordination with host communities	X	X		
2. Continuing management by La Grulla Migrant Co-op Board		X		
3. Monitoring far flung project operations		X		